



BOUNDARY STREET ELEMENTARY

1406 Boundary Street
Newberry, South Carolina

Grades	PK-5 Elementary School	
Enrollment	433 Students	
Principal	Timothy B. Hunter	803-321-2616
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

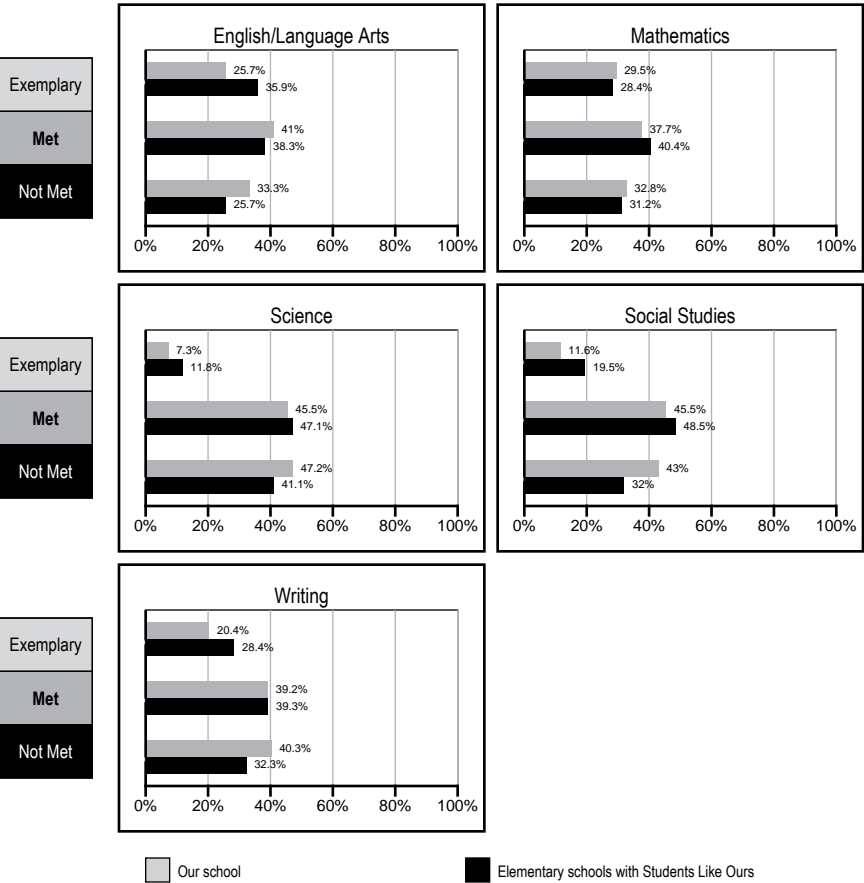
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	14	97	11	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=433)				
First graders who attended full-day kindergarten	98.5%	Up from 97.2%	100.0%	100.0%
Retention rate	1.6%	Down from 3.2%	1.5%	1.2%
Attendance rate	95.5%	Down from 95.6%	95.7%	96.1%
Eligible for gifted and talented	31.0%	Up from 6.0%	9.9%	11.7%
With disabilities other than speech	11.9%	Down from 13.2%	9.1%	8.0%
Older than usual for grade	1.8%	Down from 2.7%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	63.2%	Up from 50.0%	60.0%	60.5%
Continuing contract teachers	86.8%	Up from 80.6%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.7%	Up from 79.7%	87.7%	87.0%
Teacher attendance rate	92.6%	Down from 95.0%	94.8%	95.4%
Average teacher salary*	\$44,990	Up 3.0%	\$46,826	\$47,288
Professional development days/teacher	8.9 days	Down from 9.4 days	11.2 days	10.5 days
School				
Principal's years at school	1.0	Up from 0.0	3.5	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 18.5 to 1	19.3 to 1	19.2 to 1
Prime instructional time	85.9%	Down from 88.3%	89.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,597	Up 1.7%	\$7,642	\$7,548
Percent of expenditures for instruction**	74.7%	Down from 74.9%	67.6%	68.7%
Percent of expenditures for teacher salaries**	66.6%	Up from 64.9%	64.6%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2009-2010 school year has been another phenomenal year here at Boundary Street Elementary School. We have implemented many new and innovative programs, expanded our numbers of students in our before and after-school programs, and tremendously increased the number of students who qualify for our districts Gifted and Talented Program.

Our school will continue its pursuit for "Achieving Academic Excellence One Child at a Time." As we continue our journey, our students were active in Math Olympiads, Safety Patrol, WBZZ News Broadcast, Lab Bees, Step Team, Fifth Grade Ambassadors, Enrichment Clubs, and the After-School Program.

In addition, we sent record numbers of teachers to conferences and workshops and purchased numerous amounts of equipment to enhance teaching and learning; as a result, this year we received the South Carolina Department of Education Positive Behavior Interventions and Supports (PBIS) Ribbon Award.

Finally, I have really enjoyed the past year as principal of Boundary Street Elementary School and it has been my pleasure to serve at such a great institution which has really grown tremendously in terms of fulfilling our school's mission.

Timothy B. Hunter, Principal
Dr. Mike Beggs, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	59	39
Percent satisfied with learning environment	94.7%	89.8%	74.4%
Percent satisfied with social and physical environment	94.7%	89.7%	78.9%
Percent satisfied with school-home relations	78.9%	86.2%	76.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	197	98.5	32.2	42.1	25.7	82	78.9	83.5	Yes	Yes
Gender										
Male	104	99	38.6	41.6	19.8	78.2	75.6	80.1	N/A	N/A
Female	93	97.9	24.4	42.7	32.9	86.6	82.3	87	N/A	N/A
Racial/Ethnic Group										
White	50	98	22.9	31.3	45.8	87.5	88.4	89.6	Yes	Yes
African American	106	98.1	42.3	46.4	11.3	76.3	67	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	40	100	18.9	45.9	35.1	89.2	77.7	79.6	I/S	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	40	95	59.5	32.4	8.1	59.5	46.7	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	18.2	48.5	33.3	90.9	75	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	156	98.7	36.8	45.1	18.1	78.5	72	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	197	98.5	32.2	38.3	29.5	76.5	76.4	80.4	Yes	Yes
Gender										
Male	104	99	36.6	33.7	29.7	73.3	73.4	78.4	N/A	N/A
Female	93	97.9	26.8	43.9	29.3	80.5	79.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	50	98	22.9	14.6	62.5	85.4	86	87.8	Yes	Yes
African American	106	98.1	39.2	45.4	15.5	72.2	64	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	40	100	27	51.4	21.6	75.7	76.7	78.3	I/S	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	40	95	59.5	29.7	10.8	48.6	42.5	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	27.3	48.5	24.2	75.8	75.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	156	98.7	38.9	42.4	18.8	70.8	68.7	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	129	100	46.3	46.3	7.3	53.7	60	67.3
Gender								
Male	69	100	43.5	46.4	10.1	56.5	60.2	66.9
Female	60	100	50	46.3	3.7	50	59.7	67.7
Racial/Ethnic Group								
White	32	100	15.6	62.5	21.9	84.4	74.7	79.6
African American	68	100	56.5	41.9	1.6	43.5	42.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	28	100	60.7	35.7	3.6	39.3	54.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	25	100	54.2	37.5	8.3	45.8	31	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	24	100	60	36	4	40	52.5	58.6
Socio-Economic Status								
Subsidized meals	102	100	56.7	38.1	5.2	43.3	48.3	55.4

Social Studies

All Students	127	100	43.9	44.7	11.4	56.1	66.5	70.9
Gender								
Male	67	100	44.6	44.6	10.8	55.4	64.6	70.1
Female	60	100	43.1	44.8	12.1	56.9	68.5	71.7
Racial/Ethnic Group								
White	38	100	27	48.6	24.3	73	78.8	79.2
African American	65	100	N/A	N/A	N/A	41.3	49.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	23	100	31.8	50	18.2	68.2	70.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	20	100	65	25	10	35	34.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	21	100	33.3	47.6	19	66.7	68.9	68
Socio-Economic Status								
Subsidized meals	97	100	53.8	41.9	4.3	46.2	56.9	60.8

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	195	97.4	39.3	39.9	20.8	60.7	64.5	72.1	95.5	95.7
Gender										
Male	105	98.1	51	37.3	11.8	49	55.6	65.2	95.3	95.6
Female	90	96.7	24.7	43.2	32.1	75.3	73.6	79.2	95.7	95.9
Racial/Ethnic Group										
White	49	95.9	31.9	36.2	31.9	68.1	76.6	80.8	94.7	95.8
African American	105	97.1	47.4	38.1	14.4	52.6	49.7	59.7	95.6	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.3
Hispanic	40	100	28.9	50	21.1	71.1	60.3	64.6	96	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98.8
Disability Status										
Disabled	39	87.2	64.7	29.4	5.9	35.3	22.3	27.7	94	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.2
English Proficiency										
Limited English Proficient	34	100	29.4	47.1	23.5	70.6	57.7	63.7	96.2	96.2
Socio-Economic Status										
Subsidized meals	153	98	46.5	39.6	13.9	53.5	54	61.9	95.2	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	73	100	25.4	49.3	25.4	74.6
	4	64	100	26.3	52.6	21.1	73.7
	5	55	100	33.3	39.2	27.5	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	70	100	42.9	38.1	19	57.1
	4	63	98.4	35	36.7	28.3	65
	5	64	96.9	18.3	51.7	30	81.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	73	100	31.3	43.3	25.4	68.7
	4	64	100	1.8	52.6	45.6	98.2
	5	55	100	31.4	43.1	25.5	68.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	70	100	49.2	36.5	14.3	50.8
	4	63	98.4	30	38.3	31.7	70
	5	64	96.9	16.7	40	43.3	83.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	36	100	47.1	47.1	5.9	52.9
	4	64	100	39.7	55.2	5.2	60.3
	5	26	100	50	41.7	8.3	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	36	100	71.9	21.9	6.3	28.1
	4	62	100	42.6	50.8	6.6	57.4
	5	31	100	26.7	63.3	10	73.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	37	100	45.5	48.5	6.1	54.5
	4	64	100	27.6	67.2	5.2	72.4
	5	29	100	40.7	37	22.2	59.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	34	100	61.3	32.3	6.5	38.7
	4	62	100	39.3	49.2	11.5	60.7
	5	31	100	35.5	48.4	16.1	64.5
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	73	97.3	50	31.8	18.2	50
	4	64	98.4	23.2	53.6	23.2	76.8
	5	55	94.6	39.6	39.6	20.8	60.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	69	97.1	52.4	30.2	17.5	47.6
	4	63	100	37.7	45.9	16.4	62.3
	5	63	95.2	27.1	44.1	28.8	72.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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